

S.T.A.A.R.S. -Science

Science Alternate Assessment for Grades 3-8 & 11

Name: Susie Smith

Age: 8

Grade: 3

Functional Standards	Types of Documentation & Who Collects:	Evidence of Student Learning	Rubric Score		Average Sample Scores
Goal 1 Indicator: 1 Standard: Identifies objects by sounds.	Goal 1 Work Samples Special Ed. Teacher, Aide, Speech Therapist	Goal 1 Sample 1: Listens to sounds on tape recording and selects picture of object making sound. Sample 2: Using Fisher Price Farm, student puts animal in area corresponding to the animal sound.	<u>Sample 1</u> 1 2 3 4	<u>Sample 2</u> 1 2 3 4	Goal 1 3.5
Goal 2 Indicator: 2 Standard: Puts foods that require refrigeration in refrigerator or freezer.	Goal 2 Videotape Special Ed. Teacher, Aide, Physical Therapist	Goal 2 Sample 1: Puts milk in refrigerator after snack time. Sample 2: In kitchen station puts appropriate foods in refrigerator or freezer.	<u>Sample 1</u> 1 2 3 4	<u>Sample 2</u> 1 2 3 4	Goal 2 2.5
Goal 3 Indicator: 1 Standard: Observes and cares for pets and/or plants.	Goal 3 Data Collection Chart Special Ed. Teacher, Aide	Goal 3 Sample 1: Feeds class fish when it is her turn on the job chart. Sample 2: Waters plant when it is her turn on the job chart.	<u>Sample 1</u> 1 2 3 4	<u>Sample 2</u> 1 2 3 4	Goal 3 2
Goal 4 Indicator: 1 Standard: Describes simple Earth patterns in daily life (e.g. weather observations).	Goal 4 Work samples/ weather chart Special Ed. Teacher, Aide	Goal 4 Sample 1: Looks out window to identify current weather during calendar time. Sample 2: Matches appropriate activity to picture of weather condition.	<u>Sample 1</u> 1 2 3 4	<u>Sample 2</u> 1 2 3 4	Goal 4 1.5
Goal 5 Indicator: 1 Standard: Recognizes and uses technology in school, home and community (e.g. switch	Goal 5 Data Collection Chart Special Ed. Teacher, Aide	Goal 5 Sample 1: Uses switch to start book on tape. Sample 2: Puts milk in refrigerator after snack time.	<u>Sample 1</u> 1 2 3 4	<u>Sample 2</u> 1 2 3 4	Goal 5 2.5

communication, computer, pencil, refrigerator, Velcro, fire truck).					
Rubric Scale: 4 = Advancing - student perform consistently across multiple settings without support. 3 = Applying - student perform more than once in more than one setting without support. 2 = Developing – student perform once in one setting with minimal support. 1 = Introducing – student attempt to perform once in one setting with support.					Total divided by 5 = Science Score 2

**** 1 copy must be placed in Cumulative Folder**

**** Share results with parents**

**** Do Not submit to DOE**